



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: Advanced Diploma in Remedial Education
 MODULE: Scholastic Assessment
 CODE: SAS00Y1
 TIME: Exam equivalent, Submit 2 ring bound copies of your work.
 The task is given to student at least 3 months prior to submission
 MARKS: 100
 EXAMINERS: Mrs Jean Fourie and Mrs Rubina Sethlare-Meltor
 INTERNAL MODERATOR: Dr M Malindi
 EXTERNAL MODERATOR: Dr J Ramohai (UFS)
 (This paper consists of 3 pages)

Instructions:

Determining educational support needs for a learner with Specific Learning Difficulties

Educators, remedial teachers and learning support specialists are often required to determine the Support Needs of a learner experiencing barriers to learning. The department of education has developed a form (Support Needs Analysis) for recording a learners support needs (DoE, SIAS, 2014). You will use a modified version of this form as the basis for this assignment.

1. Identify a learner who is experiencing scholastic barriers or specific learning problems. You must obtained written consent from the parents/guardians before conducting the assessment with the learner. Attach this consent to the assignment.
2. Then conduct an interview with the parents/guardians to determine the nature and extent of the learner's barrier.
3. Schedule a convenient time for the assessment and conduct a scholastic assessment of the learner's oral language reading, spelling, writing, handwriting, and mathematics ability. You can use the tools you developed for Assignment 1 or you can use the tools as suggested in the learning guide. Complete the SNA form (DoE, SIAS, 2014) which assists in collating and recording all the information. Keep the information concise and accurate. Use

pseudonyms for the name of the school and learner for this assignment, to keep the information confidential.

4. Once you have conducted this assessment, write a narrative report explaining the nature of the learning difficulties the child experiences and also the areas of strengths. This report should be written for the parents and thus should clearly explain the areas of weakness and strengths. (Note that you are **not** required to give recommendations or suggestions to help the learner in this report. These suggestions will be given in the next modules on 'Learning Support' and 'Parental Guidance.').
5. Then schedule a feedback session where you consult with the parents regarding the results of this scholastic assessment. You should conduct this session accompanied by another teacher or colleague for support and constructive input. Provide the parent with a copy of the report and they should sign for its receipt. A copy of the SNA/report should also be placed in the learner profile.
6. Write a reflective report where you discuss your experiences of conducting this assessment and writing this report. Discuss the process of collaboration. Who were the people involved? How did you collaborate? What did you learn from this process?

Plagiarism declaration: Complete this declaration and attach it to your assignment

Advanced Diploma in Remedial Education Module: Scholastic Assessment Module code: SAS00Y1

STUDENT NAME _____ Student Number _____

Cell Number: _____ DATE: _____

- I declare that, to the best of my knowledge and belief, this is my own work, all sources have been properly acknowledged, and it contains no plagiarism. I understand what plagiarism entails. I am aware that I will forfeit all credit for the work should I be guilty of plagiarism and that the matter will be referred to the Faculty since plagiarism is considered a serious violation of the University regulations and may lead to a suspension of studies.
- I did not make use of another students work and submit it as my own. I did not allow another student to copy my work with the intention of presenting it as their own.
- I further declare that I have not previously submitted this work or any version of it for assessment to the University of Johannesburg.

Student's Signature: _____

ASSESSMENT CRITERIA GRID for Exam Assignment

Focus of assessment
Conducting the Scholastic Assessment and Reporting ethically: Has the SNA been conducted ethically? Is the biographical information given accurate and complete? Is there depth and empathy shown in the parent interview? Is the assessment of the learner's scholastic ability accurate, fair and appropriate? Are appropriate tools used in screening of scholastic barriers? Is there a consideration of culture and language in the assessment tools used? Does the SNA and reporting show understanding of the assessment process? Are there relevant and realistic examples given to demonstrate the learner's scholastic barriers to learning? Is the SNA an accurate reflection of the child's scholastic difficulties? Is the report clearly written for parents to understand their child's areas of weakness and strengths at this time? Is there evidence that the student acted ethically and learnt from the parent feedback session?
Integration and Structure: Does the assignment have a logical, coherent and cohesive structure with relevant sub-sections? Can the student integrate information from a variety of sources to develop a coherent SNA and parental report?
Collaboration and Reflection: Has a process of collaboration taken place where input from relevant people has been considered and their various roles in the learning support provisioning accounted for? Does the reflective report show that the student has learnt deeply from this process and acquired insight into the process of conducting scholastic assessment?
Appendix A: Are samples of learner's work from the assessment/school work included to demonstrate relevant aspects? Appendix B: Ethical Considerations – consent letters, confidentiality maintained, protects the rights of the learner. Is a Pseudonym used?
Outcomes: Does the assignment demonstrate that the student has achieved the outcomes set for this unit?
Presentation: Technical aspects – filing, labels, printing, margins, formatting, no plastic sleeves Structure – appropriate length, meaningful and relevant subheadings used; pages numbered. Title Page: Provide a unique title that reflects the specific content; Table of Contents – logically structured, sections numbered, page numbers included. Referencing - Correct and consistent layout of sources consulted, both in the text & reference list.

Percentage	0 - 40	40 – 49	50- 59	60 - 69	70 -79	76 - 100
Descriptor	Inadequate	Partial	Minimal	Satisfactory	Meritorious	Outstanding

MARK GIVEN: _____%

Marker Signature

Comments: _____

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